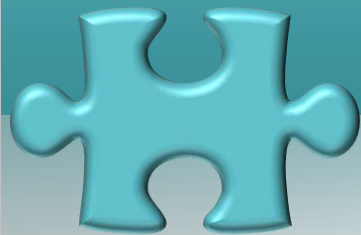


Preparing Principals

The Illinois Story



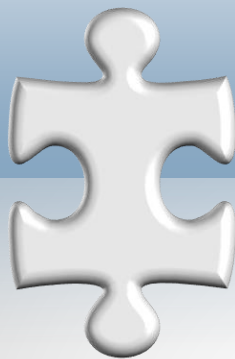


Rigorous Selection Process

Increased rigor in entrance criteria.

Use of performance-based assessments.

Use of screening process.



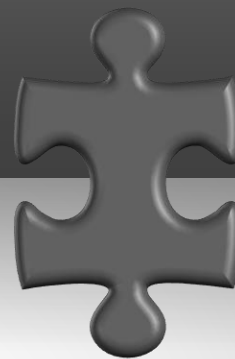
University District Partnerships

District partners provide insight to universities regarding real-world issues resulting in candidates more attuned to district needs.



Rich Internship Experience

Aligning coursework requirements to internship competencies provides candidates greater experience with authentic problem-solving. Expert mentors model and guide interns through hands-on application of skills and facilitation of reflection for improvement.



State Program Oversight

Continued involvement in program approval and renewal results in greater accountability to measurable outcomes.



Experience Requirement

Candidates for licensure must submit proof of successful teaching or as school support personnel through a district affidavit of performance.

Competency Focus Standards-Based

Based on 2008 Standards, not 2015 revised
Professional Standards for Educational Leaders

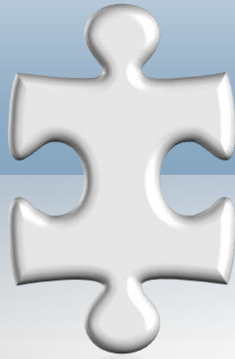
ISLLC

Southern Regional Education Board Critical Success
Factors

SREB

Department of Educational Foundations, and
Administration

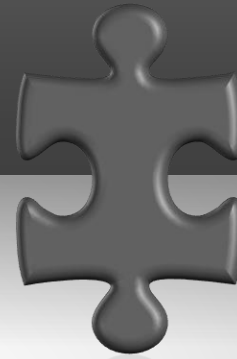
ISU



ISLLC

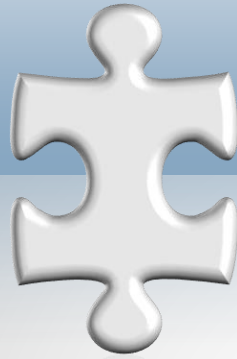


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SREB

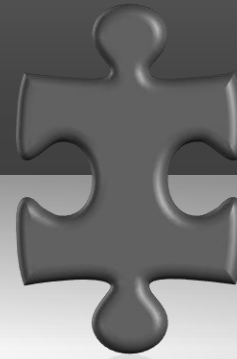
While competency requirements are based on standards of best practice, these are not specifically aligned to the Illinois Standards for Educational Leadership.



ISLLC




Missing
Link



SREB

There is a high standard of practice for pre-service principals in training, however less emphasis is placed on the ongoing development of practicing principals.



Good pre-service training is essential. But equally important is the training and support school leaders receive after they're hired.

Wallace Foundation, 2012

Illinois Ongoing Training for Practicing Principals

Requirements include one approved administrator academy annually and 100 clock hours of approved professional development per 5 year renewal period.

License Renewal

The Administrators' Academy is a process by which local school district administrators meet legislated requirements for continuous professional development.

Administrator Academies

ELN's mission is to provide educators with the professional development and capacity building professional network needed to do what's best for your students and learning community.

Educational Leaders Network

The mission of the Illinois Principals Association is to develop, support, and advocate for innovative educational leaders.

Illinois Principal's Association

The Illinois Association of School Administrators will support school leaders in the pursuit of educational excellence through continued school improvement. .

Illinois Association of School Administrators

Wallace Foundation 2013:

Principal Professional Development

- Typically, states have played a relatively small role in the professional development of principals.
- Even one of the most effective forms of professional development, coaching or mentoring, is available to only about half of principals nationwide.
- It is in the interest of policymakers to invest in principal professional development or state initiatives are likely to fail.

What Illinois Might do Differently:

- **Align principal preparation standards to Illinois Standards for Leadership.**
- **Include principal prep program requirement for follow-up support for early-career principals.**
- **Craft supportive legislation that defines and requires high quality professional development for practicing principals.**

How is Illinois Responding:

IL PART Grant

- **Illinois Partnerships Advancing Rigorous Training**
- **Develop effective partnerships between university partners and high-need districts to build leadership capacity in an effort to improve student outcomes.**

How is Illinois Responding: EIR Grant and SEED Grant

The purpose of these grants is to improve principal effectiveness in areas that lead to increases in student achievement. These involve:

- **Increased time spent on instruction through SAM**
- **Engaging teachers in on-going change process involving instructional improvements.**
- **Providing training and coaching support to implement a Cycles of Inquiry approach.**
- **Implementing a system that focuses leadership and faculty activities on improving the quality of instruction in all classrooms.**

Preparing Principals

The UTAH Story



How can Utah write the story differently:

- **Align principal prep standards with principal evaluation system.**
- **Require principal preparation programs to offer some type of follow-up support for early-career principal graduates.**
- **Combine principal prep legislation with legislation prioritizing high quality principal professional development .**



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